



# Equal Opportunities Policy

## Version Number 1



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# May 2019



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## Executive Summary

### Audience

- a. All members of the school community should read and familiarise themselves with this **executive summary**.
- b. All staff and governors must read and abide by all sections of this document

### Key Points

- a. The school **does not unlawfully discriminate** against anyone, whether pupil, parent, staff or visitor, on the grounds of, or related to, any of the protected characteristics (detailed in section 1.2).
- b. The school **promotes the principles of fairness and justice** for all through the education that it provides in the school.
- c. The school seeks to ensure that, wherever possible, all pupils have **equal access to the full range of educational opportunities** provided by the school.
- d. The school strives to **identify and remove any forms of indirect discrimination** that may form barriers to learning for some groups by regularly assessing the impact of its policies and practices.
- e. The school ensures that **recruitment, employment, promotion and development opportunities are open to all**.
- f. The school **challenges personal prejudice and stereotypical views** whenever they occur. The school is aware that prejudice and stereotyping can be caused by misconception and by ignorance. Through positive educational experiences, and support for each individual's point of view, the schools aims to **promote positive social attitudes and respect for all**.
- g. The school values each pupil's worth, celebrating both people's individuality and the diversity of the community centred on the school and shows the **utmost respect for everyone**.
- h. The schools and its staff strive to be **proactive in tackling prejudice and unlawful discrimination**.



## Section 1: Introduction

### 1.1 Policy Statement

St George's is proud of our diverse, culturally rich, supportive school community. Our staff, governors and parents all recognise that the education of our children is a partnership.

Sometimes working relationships, even in the most positive communities, can be strained. The purpose of this policy is to provide a reminder to all members of the St George's School community about the expectations around conduct at our school. These expectations are, we believe, essential if we want the school to be a positive, thriving community embodying a generosity of spirit that enables us to resolve difficulties in a constructive manner.

### 1.2 Aims

The policy's purpose is to:

- provide equality, fairness and respect for all in our employment, whether temporary, part-time or full-time
- avoid unlawful discrimination by adhering to the Equality Act 2010 which protects characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex (gender) and sexual orientation
- oppose and avoid all forms of unlawful discrimination. This includes pay and benefits, terms and conditions of employment, dealing with grievances and discipline, dismissal, redundancy, leave for parents, requests for flexible working and selection for employment, promotion, training or other developmental opportunities
- foster good relations between all members of the school community, including but not limited to pupils, staff, parents and governors.



## Section 2: Practice and Procedure

### 1. Pupils

**2.1.1** Current and prospective pupils are treated in the same way irrespective of gender, race, colour, religion, ethnic or national origin or disability.

All pupils are asked to co-operate to ensure that the policy is implemented in full. The school aims to manage pupil problems fairly.

**2.1.2** Admissions: the school's admission policy is objective and consistently applied, focusing on the prospective pupil's academic and all-round potential and his/her school record. Race and sex are not part of the criteria applied.

**2.1.3** Discipline: any pupil who discriminates against or harasses any other pupil or member of staff on the grounds of race, sex or disability will be subject to disciplinary procedures. Such behaviour could result in the pupil being required to leave the school.

**2.1.4** Grievances: any pupil, or pupil's parent/guardian, who believes that he or she has received less favourable treatment on grounds of sex, race or disability is asked to inform the Principal and/or the Chairman in the first instance.

### 2. Staff

**2.2.1** St. George's School is an equal opportunities school. Job applicants and members of staff are treated in the same way irrespective of gender, marital status, maternity and pregnancy, race, colour, religion, ethnic or national origin, age or disability.

All members of staff are asked to co-operate to ensure that the policy is implemented in full. The school aims to manage staff problems fairly.



**2.2.2 Disabled Persons:** where a disabled person applies for a post or a member of staff becomes disabled, the school will, where possible, make reasonable adjustments to remove the disadvantages faced by the disabled person.

**2.2.3 Discipline:** any member of staff who discriminates against or harasses any other member of staff or any pupil on the grounds of race, sex or disability will be subject to disciplinary procedures. Such behaviour may well constitute gross misconduct and could result in summary dismissal.

**2.2.4 Grievances:** any employee who believes that he or she has received less favourable treatment on grounds of categories outlined in **1.2**, is asked to inform their Line Manager or Head of School in the first instance. If a pupil informs a member of staff of an incident contrary to the school's equal opportunities policy, that member of staff is asked to pass the information on to their Head of Year or Phase Coordinator in the first instance. If unresolved the complaint would be dealt with according to the steps in the Complaints Policy.

### **3. International duties**

**3.1** We recognise that the above duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act ( 1998).

**3.2** In fulfilling our obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships
- Observe good equalities, practice, including staff recruitment, retention and development
- Aim to reduce and remove any existing inequalities
- Consult and involve widely
- Strive to ensure that the school community will benefit

### **4. Dealing with allegations made**



**4.1** The school will take all allegations of discrimination very seriously, and will commit to investigating them properly and fairly. The outcome of any investigation will be determined under the school's disciplinary procedures. The school will also foster a 'safe environment' where pupils or parents can feel confident to raise these issues, and be fully supported and protected throughout the procedures which may follow.

Allegations of discrimination will be dealt with under the relevant linked policies (see Section 5).

**4.2** The school will take 'false allegations' of discrimination seriously, and this will be dealt with in the appropriate manner by the school under its disciplinary procedures.

## **5. Code of Conduct to ensure Equal Opportunities**

### **5.1 Who does the code apply to**

The Principal, Strategy Team, staff and all members of the school community should play an active role in monitoring the implementation of St George's policy on equal opportunities

### **5.2 Code of Conduct**

All members of the school community will be expected in all forms of communication including social media, to:

- promote tolerance of each other and respect for each other's position within the St George's community (avoiding defamatory, offensive or derogatory comments); facilitating the normal operations of the school
- promote positive images and role models to avoid prejudice and raise awareness of related issues;
- foster an open-minded, sensitive and informed approach, encourage all members of the community to recognise the value of diversity and the contributions made by different cultures;
- understand how to deal with offensive language and other forms of discriminatory behaviour. Any language or actions which breach our commitment to Equality and Diversity, for example, but not exclusively, sexist, racist or homophobic comments/actions.



- promote an awareness that the School will deal with any incidents promptly and in a sensitive manner.
- respect the school property and environment

Bullying, harassment and discrimination in all their forms between all members of the St George's community, (parents, staff, students and visitors), are unacceptable :

- **Students:** our Behaviour for Learning Policy and Anti-Bullying Policy contain clear procedures for preventing incidents and for dealing with them if they arise for our pupils.
- **Staff:** Refer also to the Staff Code of Conduct. Our Complaints policy outlines the procedures to resolve these incidents.
- **Parents/Visitors:** are expected to adhere to the Code of Conduct in 5.2. Our Complaints policy outlines the procedures to resolve these incidents.

A successful equal opportunities policy requires strong and positive support from parents. It also requires constant vigilance by all members of the school community.

In line with being a good role model; smoking, vaping, taking illegal drugs or consuming alcohol on school premises are not permitted (Alcohol may only be consumed during authorised events out of school hours).





## Section 3: Assessment and Record Keeping

**Staff** have a responsibility to report any incidents in breach of the Code of Conduct for Equal Opportunities to the Senior Management Team.

**Senior Leaders** will log all incidents on the data management system. They will also conduct preliminary investigations.

The **Principal** will only be involved in the most serious and complex cases. They are responsible for keeping records in connection with these cases.

The **governing body** is responsible for monitoring the effectiveness of this policy. In conjunction with the Principal and Heads of School the governors will:

- monitor the progress of pupils from minority groups, comparing it to the progress made by other pupils in the school
- monitor the staff appointment process so that no-one applying for a post at the school is discriminated against
- require annual report on the effectiveness of this policy, most likely in the Principal's annual report to the Board of Governors
- take into serious consideration any complaints from pupils, parents, staff or visitors regarding equal opportunity
- monitor the school's pupil behaviour policy, and the number of exclusions, to make sure that pupils from minority groups are not unfairly treated.

This policy will be reviewed by the governing body every two years, or earlier if it is considered necessary.



## Section 4: Staffing and Resources

Position	Responsibilities
Governors	<ol style="list-style-type: none"> <li>1. Have responsibility to ensure the school mirrors best practise which arise in relation to the requirements of the Equality Act 2010 (Statutory Duties).</li> <li>2. Do all they can to ensure that all members of the school community are treated both fairly and equally.</li> <li>3. Ensure that no-one is unlawfully discriminated against whilst in the school on account of the protected characteristics.</li> </ol>
Principal and Heads of School	<ol style="list-style-type: none"> <li>1. Ensure that the school's policy on equal opportunities is implemented, and is supported by the governing body in so doing.</li> <li>2. Set aside their own prejudices and ensure that all pupils, fellow colleagues and those using the schools facilities are treated fairly and with dignity and respect.</li> <li>3. Ensure that all staff are aware of the school's policy on equal opportunities and that teachers apply these guidelines fairly in all situations.</li> <li>4. Ensure that all appointments panels give due regard to this policy so that no-one suffers discrimination.</li> <li>5. Promote the principles of equal opportunity when developing the curriculum and in providing opportunities for training.</li> <li>6. Promote respect for other people in all aspects of school life; in assemblies, for example, respect for other people will be a regular theme as it will also be in displays around the school.</li> <li>7. View all incidents of unfair treatment with due concern.</li> </ol>
Teachers & Support Staff	<ol style="list-style-type: none"> <li>1. Set aside their own prejudices and ensure that all pupils, colleagues and those using the school's facilities are treated fairly and with dignity and respect.</li> <li>2. The schools will address both direct and indirect discrimination against any child/young person, parent or visitor and will actively seek to identify and remove it. Ignorance of what constitutes discrimination is not lawful protection against an allegation and will therefore not be considered a defence.</li> <li>3. When selecting classroom materials, strive to provide resources which give positive images and which challenge stereotypical images in relation to the protected characteristics.</li> <li>4. When designing schemes of work, pay cognisance to this equal opportunities policy, both in the choice of topics to study and in how to approach sensitive issues. For example, history topics should include examples of the significant contribution made by women; in geography, attempts should be made to counter stereotypical images of Africa and Asia for example and to show the true diversity of development in different parts of the world.</li> <li>5. Challenge any incidents of discrimination and draw them to the attention of the head of school or Principal.</li> </ol>
Pupils	<ol style="list-style-type: none"> <li>1. Be made aware of equal opportunities and encouraged and supported to draw any incidents of discrimination to the attention of the class teacher, Head of School and/or Principal.</li> </ol>



Parents	1. Be made aware of this policy through firefly and the school website and will be encouraged and supported to draw any incidents of discrimination to the attention of the class teacher, Head of School and/or Principal.
Visitors and contractors	1. Are required to adhere to the school's policy.



## Section 5: Linked Policies

1. Recruitment Policy
2. Complaints Policy
3. Behaviour for Learning Policy
4. Anti-Bullying Policy



## Monitoring and Review

This policy will be reviewed by the **Principal** in **September 2019**.

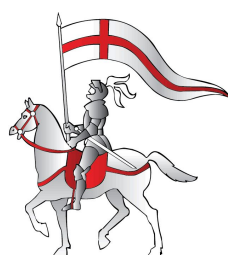
### Approved by

The **Principal** on behalf of the school

The **Chair** on behalf of the Board of Governors

## Change History Record

Version Number	Description of Change	Author(s)	Date of Issue



**S<sup>T</sup> GEORGE'S**  
BRITISH INTERNATIONAL SCHOOL